

**COURSE SYLLABUS**

**SPED 506 MEA: Special Education Internship Field Experience**

**SPED 506 MEB: Special Education Internship Field Experience**

**SPED 403MME& SPED 403 MS: Early Field Experience in Special Education**

Spring 2025, Hybrid – Class online, practicum and observations in person

**Instructors:** Fatmana Deniz; Samantha Toews; Jackie Strumwasser; Dorene Rubin; Vanessa Goodwin

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**Office hours:** Available for Zoom meetings by appointment (email for appointment).

**Class time:** Wednesdays 7:00-9:45 PM every other week

**Class Location:** Zoom

**Class Zoom link:**

<https://csun.zoom.us/j/86943180036?pwd=BvWjerQ888ahRyRyUJC06DICZnbel.1>

Meeting ID: 869 4318 0036

Passcode: SPED

**I. Michael D. Eisner College of Education Conceptual Framework**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

## II. COURSE DESCRIPTION (506A&B)

### Pre/Corequisites

SPED 506MME A: Prerequisite or Corequisites to first semester: Must be enrolled in the Education Specialist Internship Program.

SPED 506MME B: Prerequisite to second semester: 506 MME A Pre/Corequisite to second semester of 506MM: SPED 5XX, SPED 400

SPED 506MME C: Prerequisite to second semester: 506 MME B Pre/Corequisite to second semester of 506MM: SPED 5XX, SPED 400

SPED 506MME D: Prerequisite to fourth semester: 506 MME C, SPED 5XX, SPED 503MME, SPED 400, SPED 406, SPED 4XX, SPED 420

Pre/Co-requisites: - SPED 402, SPED 502MME, SPED 416, SED 525 or EED 565M, SPED 640

Extended fieldwork participation for special education intern teachers. Interns complete supervised fieldwork experience working with students with mild to extensive support needs. Clinical supervision is provided through such means as a video recording and on-site visits. Interns meet throughout the semester in seminar, which is designed to bridge the gap between classroom instruction and high leverage evidence-based practices. Students meet with the instructor to discuss video recordings, on-site observation and fieldwork activities.

University Supervisor and Site Support Provider will observe and conference with students, assisting them to integrate and apply their knowledge and skills in the classroom. This course will typically be taken for four semesters (12 units). May be repeated twice for credit.

### COURSE DESCRIPTION (403 MME)

*Prerequisites: Restricted to candidates admitted to the Preliminary Education Specialist Credential Program, ITEP, or the Dual Preliminary Single Subject/Education Specialist Credential Program.*

*Prerequisites for Preliminary Education Specialist Credential Program: [SPED 400](#), [SPED 511](#).*

*Pre/corequisites for the Preliminary Education Specialist Credential Program: [SPED 420](#). Pre/corequisites for Dual Preliminary Single Subject/Education Specialist Program: [EPC 420](#), [SED 521](#), SED 525XX, [SPED 420](#), [SPED 511](#).*

This course is the first of two supervised fieldwork practica in special education designed to provide credential candidates with practical hands-on experience in K-12 schools. Accompanying seminars link coursework with practice and provide collegial support to participants. The seminar meets on a regular basis throughout the semester with the university supervisor. Fieldwork hours consist of 12 hours per week in a classroom setting with support from an on-site mentor teacher. Available for graduate credit.

## III. COURSE OBJECTIVES

After completing this course, students will demonstrate the ability to:

- Discuss standards of performance, including the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) that define professional practices.
- Engage in an ongoing process of self-evaluation in developing as a professional educator and reflective practitioner.
- Apply skills/knowledge/theories/ procedures/strategies learned through coursework to authentic teaching situations for students' kindergarten to age 22.
- Contribute to discussion and collaborative problem solving with colleagues.
- Identify personal goals and activities designed to enhance teaching competencies.
- Analyze and reflect on self-performance through a videotaped lesson and feedback from university supervisors and site mentors, and synthesize this information to improve subsequent performance.
- Demonstrate ongoing development and competency in becoming a teacher as evidenced by teacher performance assessments (i.e., Teaching Event and Education Specialist MME Evaluation). Competencies, organized by TPE, include:

#### ***TPE 1 Engage and Support all Students in Learning***

- Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, from culturally and linguistically diverse backgrounds, developmental levels, and disability-specific needs, including community-based instructional environments.
- Use naturally occurring opportunities for teaching in various educational and community contexts.
- Demonstrate the ability to use digital tools, instructional and assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development, and to provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- Demonstrate an ability to meet the needs of culturally and linguistically diverse students, including English learners, who have mild to extensive support needs.

#### ***TPE 2 Create and Maintain Effective Environments for Student Learning***

- Support students in the least restrictive environment with a variety of methods including the use of strengths for promoting social interaction with peers who do not have disabilities.
- Plan and implement positive behavior support systems and establish and maintain healthy learning environments that help students perform successfully within expected classroom norms.

#### ***TPE 3 Understand and Organize Subject Matter for Student Learning***

- Design and implement individualized intervention programs based on observations and assessments and documentation of student progress appropriate for a range of academic content areas, including literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- Locate, interpret, and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency

status, and linguistic and cultural background for both short-term and long-term instructional planning purposes.

#### ***TPE 4 Plan Instruction and Design Learning Experiences for All Students***

- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: instructional and assistive technology, application of UDL and MTSS principles, learning activities, accommodations and modifications, and peer-supported learning.
- Use student-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

#### ***TPE 5 Assess Student Learning***

- Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, interpret and create formative and summative assessments, and distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

#### ***TPE 6 Develop as a Professional Educator***

- Identify families' needs, strengths, and resources, and assist the families to effectively promote the success of students with mild/moderate disabilities from culturally and linguistically diverse backgrounds; with mentor support, identify resources for families in the communities in which they live, including the business community.
- Demonstrate necessary skills needed to build collaborative relationships with family members, teachers, paraprofessionals, and other professionals working in school, community, and/or post-secondary settings for instructional planning and planning for successful student transitions.
- Seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, paraprofessional) regarding curricular, instructional, and positive behavior support strategies and needs.
- Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
- Communicate to parents with mentor supervision the Individualized Education Program (IEP) process, confidentiality requirements, due process procedures, and parental responsibilities as advocates for their children.

### **IV. REQUIRED TEXTBOOK AND READINGS**

#### ***Required Text Book:***

Archer, A. L., & Hughes, C. A. (2010). Explicit instruction: Effective and efficient teaching. Guilford Publications. (TPE 7.5.f)

\*You will be using this book across the program in different fieldwork courses.



### *Required Readings & Resources:*

- California Standards for the Teaching Profession: [www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)
- California Common Core State Standards (CCSS): <http://www.cde.ca.gov/be/st/ss/>
- California English Language Development Standards: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- EdTPA Assessment Handbook: <https://www.sxu.edu/academics/cas/education/docs/edtpa/edtpa-special-education-handbook.pdf>
- CEC Code of Ethics and Standards for Educators of Persons with Exceptionalities (<http://www.cec.sped.org>)

### *Additional EdTPA Resources that will be used in this class*

- The context for Learning Information Template: [https://edtpa.org/resource\\_item/44536e04-97e1-4974-836d-4d227b7cf5b6](https://edtpa.org/resource_item/44536e04-97e1-4974-836d-4d227b7cf5b6)
- Planning Commentary Template: [https://edtpa.org/resource\\_item/952eae44-f655-47dd-8a03-72dc068ea063](https://edtpa.org/resource_item/952eae44-f655-47dd-8a03-72dc068ea063)
- Instruction Commentary Template: [https://edtpa.org/resource\\_item/0a9d9fd5-f8eb-4f1b-8552-2cb35ee2224b](https://edtpa.org/resource_item/0a9d9fd5-f8eb-4f1b-8552-2cb35ee2224b)
- Understanding Rubric Level Progressions (URLP) Special Education: [https://edtpa.org/resource\\_item/SCA\\_URLP](https://edtpa.org/resource_item/SCA_URLP)
- Academic Language (AL) Handout Special Education CA: [https://edtpa.org/resource\\_item/SCA\\_ALHandout](https://edtpa.org/resource_item/SCA_ALHandout)

\*Additional selected readings will be available on Canvas

## **V. 506 MEA COURSE WORK & ASSIGNMENTS**

### **Class Assignments (100 points)**

- ***Classroom and School Context for Learning (10 points-506A & 403)***

#### **U2.6;**

The purpose of this assignment is to analyze and document the teaching and learning environment in your placement site. This analysis provides a foundation for developing lesson plans that address your student's unique needs and enable you to make informed instructional decisions. **A template with guiding questions will be provided to complete this assignment.** During this course, you will create a three-day consecutive lesson plan (a small unit plan), referred to as a learning segment. Understanding the teaching context is essential before designing effective lesson plans. This task involves developing three sequential lessons, each with specific objectives and supports tailored to your students' needs. The Classroom and School Context Analysis assignment will help you gather key information about your teaching environment, including classroom layout, student demographics, behavior support systems, and collaboration with educators and families. This analysis will give you insights into how these factors influence your teaching decisions and overall student learning outcomes.

- ***Collecting Baseline Data for 3-Day Lesson Plan (10 points-506A&403)***

Before developing your three-day lesson plan, it is essential to gather and analyze baseline data related to the skills, IEP goals, and learning objectives you will focus on during your lessons. This data will provide insight into your students' current performance levels and help guide your instruction planning.

- **3-Day Lesson Plan Preparation and Baseline Data Collection (15 points-506B)** TPE U1.3; MM5.1 / EX5.2;

During this course, you will create a three-day consecutive lesson plan (a small unit plan), referred to as a learning segment. Understanding the teaching context is essential before designing effective lesson plans. This task involves developing three sequential lessons, each with specific objectives and supports tailored to your students' needs. Before creating your 3-day lesson plan (you can consider a mini unit plan), it's crucial to collect and evaluate baseline data concerning the skills, IEP goals, and learning objectives you intend to address. This information will illuminate your students' current performance levels, steering your instructional design. This task will equip you to formulate, carry out, and evaluate your 3-Day Mini Unit Plan while promoting data-informed decisions. The aim is to provide a well-defined plan and baseline data to direct your teaching and monitor student advancement. Utilize the prompts below to offer comprehensive details about your mini unit's context, the students you are targeting, and your intervention strategy and to establish an assessment approach. **A template with guiding questions will be provided to complete this assignment.**

- **Three-Day Lesson Plan Outline (10 points-506 A &506B&403)** U3.2; U7.1;U7.1

During this course, you will have an assignment that involves creating a sequence of three back-to-back lessons (called a learning segment). For this assignment, you will develop an outline for three lesson plans as part of the 3-Day Lesson Plan Sequence. To complete these tasks, you will need to select learners with either mild to moderate support needs or extensive support needs. If your learners have extensive support needs while taking courses 403 and 506 MEA, you should choose learners with mild to moderate support needs for course 506 MEB and your student teaching, and vice versa. As part of your program, you need to gain experience designing instruction for both students with mild to moderate and extensive support needs. Please consult with your supervisor to determine which option would be the best fit for you. **A template with guiding questions will be provided to complete this assignment.**

- **Three-Day Lesson Plans (50 points-506 A &506B)**

MM1.4 ;EX1.9; U5.8; U7.5.f;

For this assignment, you will develop a 3-Day “scripted” Lesson Plan Sequence using the provided 3-Day Lesson Plan Template. Please ensure that your lesson plan aligns with the baseline data you previously submitted. The 3-Day Lesson Plan must be a cohesive sequence of lessons that build on one another to support student learning and progress. Alos, this LP should monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan. Each lesson should be fully scripted, not in bullet points or simple descriptions. See Canvas for samples and details.

- **IEP Process Reflection Assignment (10 Points-506 A &506B&403)** MM1.1; EX1.6; EX1.5

Reflect on your role in the IEP process by analyzing a recent IEP meeting you participated in. Describe your responsibilities, identify areas of confidence and growth, and reflect on challenges, such as communication with parents or team members, and how you addressed them. Finally, discuss what you learned from the experience and outline steps for improving your skills in future IEP meetings (See Canvas for the details; the template will be provided for reflection).

- **Unit Planning and Teaching Reflection (15 points- 506B)**

In this assignment, you will evaluate the planning, execution, and results of your 3-Day Lesson Plan. This evaluation aims to assist you in assessing your teaching methods and student outcomes by analyzing baseline data collected at the beginning of your unit alongside later student work samples. The objective is to encourage thoughtful planning *and* instruction, allowing future decisions to be informed by significant data.

- **Range of Settings and Students: Goal Setting (10 points-506A)**

The purpose of this assignment is to reflect on your current teaching practices and plan for increasing inclusion and serving the full range of students covered under your credential for 506B. You will reflect on your students' current levels of inclusion in general education settings, set specific goals to enhance their participation, and identify strategies to strengthen your teaching. If needed, you will outline steps to gain access to students with mild/moderate or extensive support needs and describe any support you may require from your university supervisor. This assignment is designed to help you take actionable steps toward inclusive and effective teaching practices.

**Observations (506A &B) (15X6=90 points)+Teaching Reflection (10 point) U6.5;U6.5; U7.1;**

**Observations (403) (15X4=60 points)+Teaching Reflection (10 point)**

This assignment includes a total of six observations, with at least three expected to take place in a general education setting, if possible. These observations are designed to provide opportunities to demonstrate your ability to teach students with diverse support needs while refining your instructional strategies through feedback and reflection. **At least one of your observations must come from your 3-Day Lesson Plan. You should consult with your supervisor to decide which lesson from the 3-Day Lesson Plan will serve as your observation.** By completing these observations, you will develop your skills in lesson planning, instructional delivery, and reflective practice, ensuring that you are equipped to meet the diverse needs of your students.

- **Full Lesson Observations (Observations 1, 2, 3, & 4)**

You will complete four full lesson observations conducted either virtually or in person. Each observation will focus on one complete lesson, with the duration adjusted for the age group of your students. To prepare for these observations, you must complete and submit a detailed lesson plan using the template provided on Canvas. Your supervisor will use this lesson plan to evaluate your teaching. For one of the observations, you may choose to record a video of your full lesson instead of virtual observation. If you select the video option, you must submit the recording along with your lesson plan and participate in a feedback session with your supervisor to review your teaching. All templates and evaluation forms needed for this process are available on Canvas to help guide your preparation and ensure effective evaluation.

- **Problem-Solving Observation (Observations 5&6)**

The Problem-Solving Observation focuses on identifying and addressing an area of need within your teaching practice. This could involve instructional, behavioral, or other school-related challenges. You

will record a 10–15-minute video highlighting the identified area of need and engage in a series of feedback meetings with your university supervisor to explore solutions and strategies for improvement. Templates and detailed instructions for this observation are available on Canvas to support your planning and reflection.

**\*403 has 1 problem solving observation**

**\*\*In discussion with the university supervisor, problem-solving observation can be replaced with traditional lesson observation.**

**\*403 includes three full lesson observations, with Lesson Observation 3 completed either live or through a recorded option. See the table below for the 403 observation schedule:**

	Obs in gen ed	Obs out of gen ed	Total
MMSN	1 or 2	0-1	2
ESN	1 or 2	0-1	2
Total	2-4	0-2 max	4

- **Teaching Reflection (10 points-506 A &506B&403)**

**U2.6;**

For this assignment, you will choose one of the four observations you have completed to reflect on. After selecting the observation, let your supervisor know which one you will reflect on. Using the provided guided questions, you will analyze your teaching, considering your strengths, areas for growth, and any adjustments made during the lesson. Your self-reflection will be submitted after your observation.

### **Fieldwork Assignments (30 points)**

- **California Standards for the Teaching Profession (CSTP) Self-Evaluation (10 points-506 A &506B&403)**

The purpose of this self-evaluation is to (a) Engage in an ongoing process of self-evaluation in developing as a professional educator and reflective practitioner; (b) Discuss standards of performance, including the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) that define professional practices; and (c) Share evidence of your growth with your university supervisor throughout your field experience. See the template on Canvas for details and directions. **You will meet with your university supervisor to discuss about your self-evaluation and this will serve as your midterm evaluation.**

- **Support Provider (506A-B) or Mentor Teacher Observations (403) (10 points)**

An on-site support provider must be identified. This person's responsibilities include providing ongoing support and guidance throughout the semester. Support providers must provide at least 20 hours of support per semester/40 hours per year, which must be documented (forms supplied). Your support provider will complete three observations of your teaching using the CSUN support provider

observation form. You will collect and submit all three observation forms in two places: the Field Work Box folder and on Canvas.

- **Service Provider Log (506A-B) or Fieldwork Verification Time Log (403) (10 points)**

Students are required to use this form to record the time they spend with their support provider. The form must be signed by the support provider. Please upload the service provider log in two places: the Field Work Box folder and on Canvas.

#### **Note About Assignments:**

You will notice the same assignment descriptions listed for both SPED 506A and SPED 506B. However, expectations will differ based on your teaching experience. Please refer to Canvas for the detailed assignment guidelines specific to your section.

#### **Fieldwork Evaluation**

University Supervisors and Mentor Teachers will complete a midterm and final evaluation. The midterm evaluation does not count toward your grade but is an opportunity to refocus your fieldwork for the remaining time. The final evaluations will be averaged together to determine your final grade. **Students in 506 A and 506 B must receive an average of 2.5 on their final evaluation to pass the course. If an average of 2.5 is not achieved on the evaluation, candidates will earn a C- in the course, requiring that SPED 506 MEA or 506 MEB is repeated in a subsequent semester. Students in 403 must receive an average of 2.5 on their final evaluation to pass the course. If an average of 2.5 is not achieved on the evaluation, candidates will earn a C- in the course, requiring that SPED 403MME is repeated in a subsequent semester.**

### **VI. SUBMISSION OF ASSIGNMENTS- HOW DO I SUBMIT WORK?**

Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. Plan ahead!

Unless otherwise specified, all assignments must be typed, have one-inch margins, have a font size of 12, and be **submitted as Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

#### **Person-first Language**

In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. **Not sure? Ask.**

#### **Due Dates and Late Papers**

Turn work in on time so you can better participate and gain more from the meetings and activities (See Canvas for specific due dates for each assignment). I will also be able to give you feedback earlier which could help you with later work. **Assignments submitted within 24 hours of the posted due date will be graded for full consideration.** Please do not feel obligated to inform/email me as long as you will submit it within this 24-hour period. **Any assignments submitted between 24.1 hours and 72 hours after the**

**posted due date will be graded but the final grade will be reduced by 10%.** No assignments will be accepted later than 72 hours after the posted due date unless other arrangements have been made with the instructor.

**LIFE HAPPENS**, Life is unpredictable though– I get it- at any point in the semester, for any assignment, if extenuating circumstances arise, or if you need an extension, please contact me so that options can be discussed.

## I. GRADING

Grades reflect performance in exams, projects, and class attendance and participation.

***Comments, questions, concerns, need help or advice, or just want to talk? Contact me.***

*And how will I be graded on each assignment?*

ASSIGNMENTS	Points
1. Classroom Assignments	100
2. Observations	100
3. Fieldwork Assignments	30
4. Final Practicum Evaluation (Refer to the above section for its contribution to your class grade)	
<b>TOTAL Points</b>	<b>230 pts</b>

*How do points change to grades?*

GRADE	PERCENT	GRADE	PERCENT
A	94 – 100%	C	73 – 76%
A-	90 – 93%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	Failing	59% or less

*So what do the grades mean?*

The following is the Department of Special Education's grading policy:

- A = Outstanding. Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well-organized, and clearly written.
- B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicate some ability to integrate and apply information.
- C = Satisfactory. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
- **C- or below = Not passing. Performance does not meet expectations for basic competency attainment.**

## VII. COURSE GUIDELINES– WHAT ARE THE CLASS NORMS? (for you & me)

### 1. *Class Interaction*

Talking, working, and thinking with others are large parts of this class. We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. We will discuss how to ensure our class is a safe place, and how to treat each other in a respectful manner. Hurtful remarks (including racial, gender, sexuality, ability, slurs), and personal attacks will not be tolerated. We may not always be comfortable with the topics, and we do not have to approve or agree with everything we discuss, but we do need to be respectful.

Part of the Fieldwork Evaluation Form includes rating the candidate's disposition and professionalism. This includes behavior in the seminar, and school site, appropriate dress at the school site, and the ability to get along with others.

All students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations: [http://www.csun.edu/sites/default/files/standards\\_student\\_conduct.pdf](http://www.csun.edu/sites/default/files/standards_student_conduct.pdf)

*Something else you'd like to add here? Please let me know*

### 2. *Respect for Diversity & Commitment to Non-Discrimination*

I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based on race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honor your identities, including accounts and viewpoints from traditionally underrepresented groups.

Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns. With the above in mind, you as a student, and I, as a faculty each have a responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with our diverse social identities. Any student who has concerns about inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties



to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Barrett Morris, University Hall, Room 285, Phone: (818) 677-2077, Email: [barrett.morris@csun.edu](mailto:barrett.morris@csun.edu)

### 3. *Communication*

All official communication will be by e-mail to your CSUN email account. I often send out important class information and announcements from our course Canvas page, <https://canvas.csun.edu/> so be sure to check your CSUN email regularly.

CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to <http://www.csun.edu/it/webmail>. Enter your CSUN User ID and Password.

To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to <http://www.csun.edu/it/account-info>, log in and select Mail Forwarding. However, do be aware that some transmissions may not be successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

### 4. *Questions, Comments, Concerns? Talk with me!*

Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. I highly value effective communication. If you are confused, have needs, or would like to share something with me, please reach out to me.

You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (e.g. SPED 506) and your name in the subject line, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may take a day or so to respond, so plan accordingly. Visiting me at my office or "virtual office" is also encouraged. If you need to meet with me, please email me first to make an appointment.

### 5. *Student Conduct Code*

This class will follow the CSUN Student Conduct Code. Detailed information can be found at <https://catalog.csun.edu/policies/student-conduct-code/> *I want to know your own thoughts and ideas about the class material so submit your own work.* Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>.

### 6. *Artificial Intelligence (AI) Use Policy*

This policy applies to all generative AI tools, such as ChatGPT, Elicit, and DALL-E2, across text, artwork, graphics, video, and audio.

#### **General Guidelines:**

1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.
2. If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use.

#### **A few words about the Ethical and Responsible Use of A.I.**

We live in an increasingly digital world. I expect all students to use AI tools ethically and responsibly. Any use of an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity policies. By submitting assignments, students pledge to affirm that the work is their own and to attribute the use of any tools and sources. All assignments, especially position papers, will be reviewed using Turnitin to check for plagiarism or improper use of AI-generated content. Be mindful of this when completing your work. For every assignment using AI, you must include a short paragraph explaining the AI tool used, how it was applied, the prompts and outputs, and how you revised them.

**Approved Uses of AI in This Course:** Brainstorming and refining ideas (e.g., drafting outlines) and Checking grammar, clarity, and style.

## **7. Absences and Tardies**

Your active and consistent attendance and participation are required to succeed and demonstrate an understanding of the material. In this class, attendance will be monitored through class discussions and participation in small group activities completed during most class sessions. These cannot be made up. An additional couple of hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics.

*All of us in the class— you, me, and your peers— have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings.*

I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than classes during the semester, you may be overextended. I ask that you come to see me to discuss options. Remember that eligibility for financial aid is also based on student participation. Please come on time, prepared, and ready to participate in class activities which will include. Plan to stay the entire time. Remember, it is your responsibility to make arrangements with classmates to get information/handouts disseminated during class in the case of absences or tardiness. Please contact a colleague in class regarding a review of missed material. The instructor is not responsible for make-up materials for absences or tardies. Do not call the Department of Special Education to report absences, but you may contact me via email.

## **6. Virtual Classes**

### **How About Zoom Cameras?**

For virtual classes per university policy, students are encouraged to remain on camera during class sessions but are not required. However, I strongly encourage you to keep your cameras on during class as it is part of your demonstration of professional behavior. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on and engagement with other students and your professor.

## **7. Withdrawals and Incompletes**

Sometimes unexpected things happen— I understand. However, it is your responsibility to monitor your performance as you will not be automatically dropped for absences or poor performance. Incomplete grades are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be

completed with a passing grade before an incomplete can be considered. Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.

#### **8. Restrictions on Disclosure and Distribution**

To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

#### **9. Campus Resources– What support is available?**

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

#### **10. Accessibility– Need additional support? Ask for help.**

*Everyone's brain and body work differently– please ask for help if you want it. As your instructor, it is my goal to create an inclusive learning environment that supports your learning.* If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677- 2684 and is located in Bayramian Hall, room 110.

#### **11. Canvas**

Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and an internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course.

If you are having technical difficulties or need help with technology, there are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you continue to face issues with access to technology, please let me know. If you are a student of Special Education to report absences, but you may contact me via email.

# **Appendix A: Education Specialist Mild/Moderate and Extensive Support Needs Initial Fieldwork Evaluation Form** U1.3; U3.1; U4.2; U1.4; MM4.6; EX4.7; U1.8; U2.3; U2.5; MM2.8 / EX2.11; MM2.9; EX2.12; MM2.10 / EX2.13; EX2.1; U3.6; MM3.1; EX3.3; EX3.1; EX3.2; U4.3; MM4.2; EX4.4; EX4.1; U5.6; MM6.1; EX6.2; U6.4; U6.5 ; U6.6; EX6.1; U7.5.f; MM7.3; Ex 7.3; U7.4; MM7.4; EX7.4; EX7.7



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*IE: Please mark insufficient evidence if the competency can be observed but has not yet been observed. Please use the IE designation at the midterm point to help your teacher-candidate focus on critical skills they have not yet demonstrated in the latter part of the semester.*

## **1: Planning for Instruction: Knowledge of Content, Pedagogy and Students**

1.1	Standards based instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Plans lessons that are aligned with the Common Core and English Language Development California State Standards.
1.2	Content/discipline knowledge	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates knowledge of the concepts in the lesson and how concepts build upon and relate to one another when planning instruction.
1.3	Subject specific pedagogy	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates evidence-based/high-leverage, subject-specific pedagogical approaches in the discipline and across disciplines when planning instruction.
1.4	Students' skills, knowledge and language proficiency	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses information about individual students' skills, prior knowledge, and language proficiency when planning culturally responsive instruction.
1.5	Age-appropriate instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Plans instruction appropriate for the grade level curriculum and interests of the age group, including accommodations and/or modifications as needed to promote student access to the curriculum and least restrictive environment.
1.1	U3.1, U3.1							
1.3	U3.3, U3.3							
1.4	U1.1, U1.1, MM1.7; MM1.7, MM1.7, EX1.4; EX1.4, EX1.4							
1.5	U4.2							

## **2: Establishing Instructional Objectives and Designing Instruction**

2.1	Instructional objectives	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs instructional objectives that are measurable, aligned with the Common Core and English Language Development State Standards and at an appropriate level of challenge.
2.2	Instructional activities	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs instructional activities that are: a) connected to real life experiences, b) aligned with the instructional objectives, c) evidence-based, d) at an appropriate level of challenge, e) promote critical thinking and problem-solving, and f) anticipate student difficulties.
2.4	Individual student needs	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs instructional strategies that are evidence-based and address individual student needs, using Universal Design for Learning, differentiation, and Multi-Tiered Systems of Support for a wide range of learners, including instruction in the general education classroom.
2.5	Direct instruction lesson structure	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs lessons with a direct instruction structure (opening, modeling, prompting/guided practice, independent practice, closure and assessment).
2.6	Instructional materials and resources	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology and digital tools, to support the instructional objectives and facilitate students' equitable access to the curriculum.
2.8	Instructional groups	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs a variety of flexible instructional groupings to meet students' individual needs.
2.10	Supporting Communication Skills	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Utilizes assessment data to: a) develop/implement needed augmentative and alternative communication systems, b) implement instruction of communication skills and c) develop communication methods to demonstrate student academic knowledge. (MM 5.2, Ex 5.3, Ex 2.3)
2.11	Mobility/Sensory Supports and Environment	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Supports students with movement, mobility, sensory and specialized health care needs to participate fully in classrooms, schools and/or the community including organizing an environment that supports independent mobility (operation of medical equipment, assistive technology, adaptive equipment, and/or mobility and sensory accommodations).

### 3: Assessing Student Learning

3.1	Design of formative assessments	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs formative assessments to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.
3.2	EL Assessment	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Adjusts assessments to enable English learners to demonstrate their knowledge and skills and mastery of instructional objectives.
3.3	Monitor student learning	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Gathers and analyzes formative assessment/progress monitoring data to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.
3.4	Assessment informs instruction	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses formative and/or ecological assessment data to plan and adapt instruction, environmental supports, and document students' learning over time.
3.5	Summative assessment	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses formal, formative/progress monitoring, and summative assessments to document student learning.
3.10	Assessment and CCSS	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs and implements assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

### 4: Managing Classroom Procedures and Supporting Student Behavior

4.1	Academic expectations	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior and promote a classroom that reflects high academic expectations for all students.
4.2	Management of instructional time	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Manages instructional pace, classroom procedures, routines and transitions to maximize instructional time.
4.3	Materials preparation	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Prepares and gathers materials in advance and distributes them in a way that does not interrupt instructional time.
4.4	Paraprofessionals	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Provides clear direction to paraprofessionals to productively engage them in supporting student learning.
4.5	Expectations for behavior	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Establishes and maintains clear expectations for positive classroom behavior by communicating classroom routines, procedures, and norms to students and families.
4.6	Monitoring student behavior	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Is alert to, monitors, and responds effectively to student behavior, including restorative justice and conflict resolution practices to foster a caring and respectful community.



4.9	Supportive Environment	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Establishes, maintains, and monitors safe and supportive inclusive learning environments which enable all students to learn.
<b>5: Delivering Instruction that Engages Students in Learning</b>								
5.1	Lesson purpose, directions and procedures	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Communicates purpose of lesson, directions and procedures to students.
5.2	Instructional activities	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge, promote critical thinking and problem-solving, and anticipate student difficulties
5.3	Explanation and modeling	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides explanations and modeling that support student learning.
5.4	Questions and discussion	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses higher-order questions that encourage extended responses and promote student discussion.
5.5	ELD instructional strategies	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses English Learners' assessment data and ELD instructional strategies to support the full range of English Learners.
5.6	Academic language	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Models and provides instruction within a communication-rich environment on essential academic language, including vocabulary to promote subject matter knowledge of all students, including the full range of English learners, in the least restrictive environment.
5.7	Lesson structure and pacing	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses lesson structure and pacing that supports student learning.
5.8	Checks for understanding	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Checks for understanding and corrects student misunderstandings.
5.9	Review and practice	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides opportunities for review and practice.
5.10	Instructional grouping	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Arranges a variety of flexible instructional groupings that meet individual student needs.
5.11	Individual student needs	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses evidence-based/high-leverage instructional strategies and adaptations, such as Universal Design for Learning, differentiation, and Multi-Tiered Systems of Support to address individual student needs, including instruction in the general education classroom.
5.12	Instructional materials and resources	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses a variety of instructional resources and materials that are suitable for students, support the instructional objectives, and makes accommodations and/or modifications as needed to promote student access to the curriculum.
5.13	Instructional technology	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses instructional and assistive technology, including digital tools, that are suitable for students, and supports the instructional objectives to provide equitable access to content and promote digital literacy.
5.14	Strategy Instruction: Evidence-Based Practices (EBP)	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies that may include early literacy skills, reading, writing, math, social studies, and science, that ultimately enable students with mild to extensive support needs to access the academic core curriculum.
5.15	Strategy Instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Identifies and utilizes curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with mild to extensive support needs across an array of environments and activities.

### 6: Demonstrating Professionalism and Reflecting on Practice

6.1	Initiative and responsibility	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Shows initiative and responsibility for classroom tasks and assignments.
6.2	Timeliness	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Arrives to school on time, meets deadlines and completes tasks in a timely manner.
6.3	Professional appearance and demeanor	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates professional appearance and demeanor
6.4	Professional ethics	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Upholds laws, regulations and policies; maintains confidentiality and shows sound judgment.
6.5	Reflective practice	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Reflects on teaching practices to improve teaching effectiveness.
6.6	Response to feedback	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses constructive criticism and suggestions to improve teaching practice.
6.7	Seeks assistance	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Identifies challenges and seeks assistance to resolve them.
6.8	School and community resources	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Identifies school and community resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
6.9	Collegial relationships	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates respectful communication and cooperative relationships with colleagues.

6.10	Collaboration	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Collaborates and/or co-teaches with colleagues, including related service providers and paraprofessionals, to support inclusion across instructional settings, promote access to the core curriculum, and plan for successful student transitions.
6.11	Developing Dispositions	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
6.12	Professional Partnerships	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Creates supportive partnerships with parents, families, teachers, and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with mild to extensive support needs.



## Appendix B: SPED 403 MME-506 MEA-B LESSON PLAN FORMAT

U1.4; U2.5; MM2.1 / EX2.5; MM2.1 / EX2.5; U3.5; U4.4; MM5.2 / EX5.3; U7.4; MM7.4; EX7.4

Background Information		
Teacher Candidate		
Date Taught	Grade Level(s)	
Subject/Topic(s)		
Rationale for Teaching Lesson Guided Questions: Why do you need to teach this topic? How does this topic relate to previous learning? How will the students use this learning in the future?		
EL Level(s) of Students ( <i>please check all that apply</i> ); U5.7; U7.11	<input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Standards and Objectives: <i>Make sure to include what, who, under what condition, what criteria? Use <b>action verbs</b>. (understand, infer, or know are <b>not</b> measurable)</i> MM4.4 / EX4.5		
California Content/Common Core/Alternate Achievement Standard		
California ELD Standard		
<b>Lesson objective with measurable criteria</b> (Including Who, What, Under what condition, and Mastery criteria)		
Planning		
<b>Resources &amp; Collaboration:</b> Who did you collaborate with to plan this lesson, and how did they contribute to the lesson? (Be explicit) MM4.6; EX4.7; U3.4; U4.6; U6.4; MM7.3/Ex 7.3; EX7.6;		
UDL and Culturally Sustaining Teaching Considerations U7.2; U7.2; U4.8;		
<b>Describe Multiple Means of Representation</b> (e.g., Textbook, Lecture, Power Point, Pictures, Audio Recording, Video, Graphic Organizers, Vocabulary/Big Idea Charts, Connections to previous units).		
<b>Describe Multiple Means of Engagement</b> (e.g., Connection to real world use/relevance/ value, Student opportunities to collaborate and communicate, Student opportunities to make choices, Students set personal goals/monitor progress):		
<b>Describe Multiple Means of Expression</b> (e.g., Oral question/response, Physical representation, Drawings/Pictures, Debate, Multi-media creations, Digital or Physical Poll/Vote, Writing, Thumbs Up/Down to gauge understanding):		
<b>Culturally Sustaining Teaching Practices U7.3</b> <i>Which Culturally Sustaining Teaching Practices will you use during your class? Please describe.</i>		
Setting and Materials MM4.1 / EX4.3;		
Student Grouping or Environmental Adaptation Is this an inclusion setting, self-contained SPED class or pull-out small setting"?		

Materials/Resources/ Technology for all students, including Assistive Technology and AAC use for students with ESN	
Describe how materials and technology <b>align</b> with student support needs and the lesson objective	
<b>Instructional Considerations</b> MM3.1; EX3.3; MM1.2 / EX1.7; U4.7;	
<b>Academic Vocabulary</b> and student-friendly definitions	
Describe other student needs and how they are accommodated (e.g. behavioral supports and social- emotional support)	
How do accommodations and modifications support students' access to curriculum and lesson objective?	
<b>Opening the Lesson</b>	
Gain student <b>attention</b> and <b>Engage</b> student interest.	
State the <b>goal</b> of the lesson as you will present it to the students. Discuss the <b>purpose</b> of the target skill: why do they need to this topic; how does this relate to previous learning, and how will they use this learning in the future?	
<b>Links to prior knowledge:</b> Review critical prerequisite skills	
<b>Behavioral expectations are stated for students.</b> <i>Please describe explicitly.</i> MM4.3	
<b>Body of the Lesson</b> (EXPLICITLY describe what you are doing at each stage of the lesson.)	
<b>Model (I do it)</b> <i>Describe how you will model the skills, strategies and/or content to be mastered. How will you demonstrate the skills you are teaching and/or how will you present the content to be mastered?</i>	
<b>Decision Point #1</b> Please describe <b>how you will know</b> if at least 80% of <b>students are ready to move on.</b> <b>How will you adjust</b> if they are not?	
<b>Prompt (We do it)</b> <i>Describe how you will provide guided practice of the skill or strategy or guide student review of the lesson's content. Discuss how you will gradually release responsibility and provide support as students increase their ability/ understanding.</i>	
<b>Decision Point #2</b> Please describe <b>how you will know</b> if at least 80% of <b>students are ready to move on.</b> <b>How will you adjust</b> if they are not? <b>How will you provide corrective feedback</b> when needed?	
<b>Check (You do it)</b>	

<p><i>Describe how you will provide opportunities for independent practice of the skills or strategy or unprompted discussion of the content of the lesson.</i></p> <p>(Monitor closely, especially at first – start slow If students start struggling, add support back in)</p>	
<b>Closing the Lesson</b>	
<p>Closure should include:</p> <p><b>Review</b> of key skills/ knowledge</p> <p><b>Preview</b> the next day's lesson</p> <p>Include Opportunities for students to respond</p> <p><u>Tip</u>: Keep it quick</p>	
<p><b>Assessment of the Instructional Objective:</b> <i>What will students produce to show their mastery of the objective? <u>Objectives and assignments should align</u>. How will you know students have mastered the objective?</i></p>	
<p>How you will know whether or not students met your objective?</p> <p><i>Align to the objective</i></p>	
<p>Lesson Assessment Tools (list)</p>	
<p>Lesson Assessment Procedures (Briefly describe <b>who</b> collects, <b>when</b>, and <b>how</b>)</p>	

## **Appendix C: Classroom and School Context Analysis Template** U2.2; MM2.6 / EX2.9; U4.1; MM7.3/Ex 7.3

### **1. Classroom and School Overview**

1. Classroom Layout and Environment
  - a. Describe the physical layout of the classroom, including size, interior areas (e.g., activity spaces, centers), furniture, flooring, lighting, and wall colors.
  - b. Reflect on how the environment supports or challenges teaching and learning.
2. School Location and Context:
  - a. Indicate whether the school is located in a city, suburb, town, or rural area and describe the general demographic and cultural characteristics of the school's student body.
3. Class Composition and Structure:
  - a. Identify the class designation (e.g., resource room, self-contained classroom, inclusion model).
  - b. Provide details about the grade levels, ages, and exceptionalities of the students in your classroom.
  - c. Describe the linguistic and cultural characteristics of the students, including whether you work with Multilingual Learners (English Learners) and their ELD levels (if known).

### **2. Rules, Routines, and Behavior Support Systems**

1. Classroom Rules and Routines:
  - a. List the rules and routines in place in the classroom.
  - b. Reflect on the strengths and challenges of these systems. How do they affect student engagement and behavior?
2. Behavior Support System:
  - a. Provide an overview of the classroom behavior support system, including any strategies or interventions used.
  - b. Discuss specific behaviors being addressed, alternative behaviors being taught, and how the system supports students with more intensive behavioral needs.
  - c. Reflect on what is working well and suggest ways to improve the system if necessary.

### **3. Key Personnel and Their Roles**

1. Administrators and Support Staff:
  - a. List the administrators at your site and their responsibilities in supporting your program.
  - b. Identify any program specialists, special education coordinators, or team members who help with IEPs or student support.
  - c. Describe how these individuals support your work and how you communicate with them.
2. Other Teachers, Specialists, and Service Providers
  - a. Indicate if your students see other special education teachers or specialists (e.g., speech pathologists, occupational therapists).
  - b. Explain how the DIS providers work with your students (e.g., pull-out sessions, small group instruction, whole-class support).
  - c. Describe how these providers work with your students and how you collaborate with them.
  - d. Describe how you communicate with them about student progress, needs, and programs.

### **4. Parents and Family Engagement**

1. Communication with Parents:
  - a. Describe any system you have developed for communicating with parents (e.g., logged weekly calls, back-and-forth daily journals, daily student progress notes) and explain how you involve them in your class and/or school environment.
  - b. If you do not have a system in place, describe the system you intend to implement in the future.

## Appendix D: 3-Day Lesson Plan Preparation and Baseline Data Collection U1.8; U3.2; MM3.2 / EX3.4; U4.1; MM4.7 / EX4.8; EX5.1; U7.11;

**Purpose:** Before creating your 3-day lesson plan (you can consider a mini unit plan), it's crucial to collect and evaluate baseline data concerning the skills, IEP goals, and learning objectives you intend to address. This information will illuminate your students' current performance levels, steering your instructional design. This task will equip you to formulate, carry out, and evaluate your 3-Day Mini Unit Plan while promoting data-informed decisions. The aim is to provide a well-defined plan and baseline data to direct your teaching and monitor student advancement. Utilize the prompts below to offer comprehensive details about your mini unit's context, the students you are targeting, and your intervention strategy and to establish an assessment approach.

**Assignment Directions:** to the following prompts to ensure a thorough understanding of the teaching and learning environment, the students being served, and how progress will be assessed. Your responses should be thoughtful, detailed, and supported by data where applicable.

Reflection Prompts:

1. **Classroom, School, and Community Context:**
  - Describe the classroom, school, and community environment where your three lessons will occur. Include details such as demographics, resources, and cultural or linguistic factors that may influence teaching and learning.
2. **Student Background:**
  - Describe the students targeted for this mini-unit. Include their current performance levels, learning needs, strengths, and any previous interventions they have received regarding the specific skill you are targeting/retargeting in your three-day lessons.
3. **Assessment Plan:**
  - What assessment tools or measures will you use to collect baseline/pre-teaching data and post-teaching data? Gather assessment information, work samples, or any other relevant data that reflects your students' current abilities. This data is likely already available and collected at the start of the school year. You do not need to collect new data yourself.
  - Provide a clear plan for how you will track progress toward your lesson objectives.
  - If applicable, **include a rubric or checklist** that outlines how you will assess student learning.
4. **Lesson Sequence and Materials:**
  - Describe the sequence of the 3-day unit. How does each lesson build upon the prior one? Include examples or descriptions of the materials you will use to support your lesson assessments.
5. **Alignment and Goals:**
  - How do your assessment measures align with your learning objectives? Explain how your plan maintains consistency and fosters student growth.
6. **Baseline Data:**
  - Include quantitative or qualitative baseline data for the targeted students (e.g., pre-test results, observations, or other measures). Explain how this data will inform your instruction. Take a picture or scan the data you plan to use. The submitted data does not need to be polished or finalized—it can be rough as long as it gives a clear view of what you are working with.

## Appendix E: Unit Planning and Teaching Reflection U2.6; U5.4; U5.5

For this assignment, you will reflect on the planning, implementation, and outcomes of your 3-Day Lesson Plan. This reflection is designed to help you analyze your teaching practices and student outcomes, using baseline data collected at the beginning of your unit and subsequent student work samples. The goal is for you to be intentional in your planning and instruction, basing future decisions on meaningful data.

Directions:

1. **Analyze Baseline Data**
  - Reflect on the baseline data you collected at the beginning of the 3-day unit.
  - Describe how the baseline data informed your planning decisions.
  - Explain how your instructional strategies and assessments were aligned to address the needs and strengths revealed by the baseline data.
2. **Assess Student Progress**
  - Use the student work samples collected during the unit to evaluate student progress.
  - Provide a detailed analysis of the work samples:
  - Does the work reflect any growth?
  - What specific areas of improvement or continued challenges can you identify?
  - How did your instructional choices impact student learning?
3. Be explicit in connecting the data to your analysis.
4. **Reflect on Instruction and Assessment**
  - Critically evaluate your teaching and the unit as a whole:
  - What aspects of your lesson or teaching strategies were effective?
  - Were there any areas where your instruction or assessment could be improved?
  - If you were to reteach this unit, what would you change and why? Be specific in describing the adjustments you would make to your lesson plans, teaching strategies, or assessments.
5. **Submit Student Work Samples**
  - Include at least **two student work samples** (with identifying information removed).
  - Annotate the work samples to highlight evidence of progress, strengths, and areas for improvement.
6. **Write a Reflection Summary**
  - Summarize your findings in a clear and detailed reflection.
  - Focus on how the baseline data, assessment strategies, and student work samples informed your understanding of student growth and shaped your instructional decisions.

Submission Details:

- Submit a **Word document (.docx)** that includes your written reflection, annotated student work samples, and analysis.
- Your reflection should be detailed, thoughtful, and at least **2-3 pages in length**, not including the work samples.

## **Appendix F: Reflection on the IEP Process**

### **MM2.9 EX2.12;**

This assignment provides an opportunity to reflect on your experience as both a teacher of record and a new intern navigating the Individualized Education Program (IEP) process. It is designed to help you assess your role within the IEP team, identify areas of confidence and need for growth, and think critically about your interactions with students, families, and other team members.

#### **Your Role in the IEP Process:**

- Describe your role in the IEP process. What responsibilities did you take on during the meeting, and how did you prepare for them?
- Reflect on areas where you feel confident (e.g., presenting student progress, explaining accommodations) and areas where you need additional support (e.g., understanding legal requirements, collaborating with team members).
- Identify any specific guidance or training you would like from your supervisor or course instructor to improve your contributions to the IEP process.

#### **Challenges During the IEP Meeting:**

- Describe an issue you experienced while participating in an IEP meeting. This could involve communication with parents, working with other team members, addressing disagreements, or navigating cultural or linguistic differences.
- How did you approach the issue, and were you able to reach a resolution? What strategies or resources did you use?
- If the issue remains unresolved or could have been addressed differently, what would you do next time to handle a similar situation more effectively?

#### **Building Relationships with Families:**

- Reflect on your interactions with the student's family during the IEP meeting. How did you ensure that their perspectives were included and valued?
- Were there any challenges in communicating with the family (e.g., misunderstandings, differing expectations)? How did you address these challenges?

#### **Reflection on the IEP Meeting:**

- Share your overall impression of the IEP meeting. Was the meeting what you expected? If not, what surprised you about the process?
- Were the student's needs and goals clearly addressed, and do you feel the IEP will effectively support their progress?

#### **Planning for the Future:**

- Based on your experience, what changes would you make to your approach in future IEP meetings?
- How will you further prepare to handle the complexities of the IEP process, including legal requirements, collaboration, and effective communication with all stakeholders?

#### **Growth and Professional Development:**

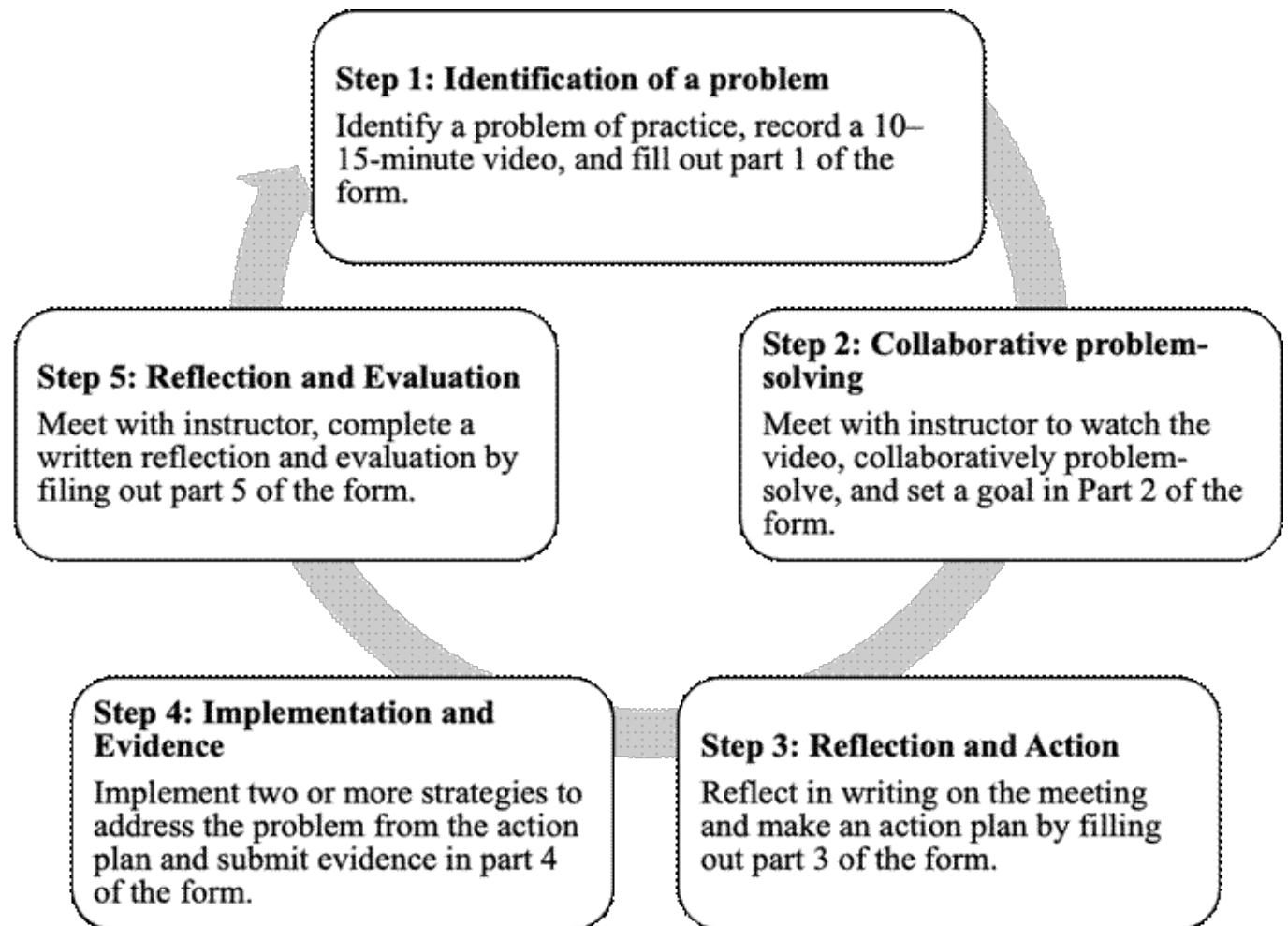
- Reflect on how this experience has contributed to your understanding of your role as both a teacher and an advocate for your students.



- What steps can you take to develop professionally in this area (e.g., attending workshops, consulting mentors, studying the legal framework for IEPs)?

## Appendix F: Problem-Solving Assignment Instructions U1.5; U1.5; U6.3;U6.3;U6.3

Figure: *Collaborative Problem-Solving Process*



### Logistics of the Assignment

**Due Date:** See Canvas for specific due dates for each assignment.

**Submission and Format:** Upload to Canvas. Unless otherwise specified, all assignments must be typed, have one-inch margins, font size of 12, and be submitted as Microsoft documents or pdfs.

**Grading Rubric:** Use each step as a checklist for this assignment. Rubrics for each assignment can be found on Canvas.

**Assignment Description:** As your university mentor, I am here to support you as you further develop and enrich your skills as an educator. For this assignment, your goal is to identify one specific area in

your teaching that you find challenging or want to improve upon. You will then record a short video (10-15 minutes) showcasing the particular technique or classroom environment you wish to enhance. After that, we will conduct a live collaborative problem-solving session through Zoom. During this session, we will work together to address the identified area of improvement. I aim to demonstrate effective problem-solving techniques that you can apply with your colleagues at your school sites when you encounter a problem or challenge. This interactive experience will help you develop valuable problem-solving skills as an educator.

**Purpose:** The purpose of this assignment is to support your problem-solving skill growth by engaging in a personalized, collaborative, one-on-one problem-solving, and action-planning process. Through this assignment, you will have the opportunity to enhance your ability to tackle challenges effectively and create action plans that lead to meaningful solutions.

### Assignment Steps

The following are the steps to the five-part individualized iterative guided problem-solving and action-planning process.

#### Step 1: Identification of a problem

To complete step 1, please identify a problem of practice, record a 10–15-minute video depicting the challenge, and write at least 3 specific questions you would like to focus on during the problem-solving meeting. The video should show some aspect of your area of need and identified problem. For example, if you are struggling to support a particular student to participate in group activities, record a video of yourself supporting that student to participate in a group activity. Remember, **you are not being assessed on your teaching skill! This is a time to collaboratively problem-solve!** Do not be afraid to record a part of your day that you really struggle with. The narrative of your questions and concerns should be clear and descriptive. The more detail you provide before sharing your video, the easier it will be for your university mentor to provide support. Please complete part 1 of the problem-solving form.

#### Step 2: Collaboration to problem-solving

To complete step 1, you will schedule a date/time to meet with your university mentor. In this meeting with the instructor, you will watch the video recording you made earlier, collaboratively problem-solve, set a goal, and make an action plan. Your university mentor will take notes during this collaborative process and enter them in the "Part 2" section of your form. You will use these notes to support the action plan and identification of the next steps.

#### Step 3: Reflection and Action

In this step, you will write a reflection based on the collaborative problem-solving meeting you completed in Step 2. Identify the specific actions and the necessary steps or materials required to implement these actions. Please record this information in Part 3 of the form. Your written reflection will help solidify your understanding and commitment to the action plan developed during the meeting.

#### Step 4: Implementation and Evidence

In step 4, you will put the action plan into action by implementing two or more strategies aimed at addressing the problem you identified. To demonstrate your progress towards the goal, you are required to submit evidence of your work. This evidence can take the form of a video, photo, work sample, or any

other appropriate documentation that showcases your efforts and achievements during the implementation process. This evidence will provide valuable insights into your approach and the effectiveness of the strategies you've employed.

### **Step 5: Reflection and Evaluation**

In this step, you will meet with your university supervisor to finalize the Goal Attainment Scale and identify the next steps in your problem-solving journey. After the meeting, you will complete a final reflection survey to reflect on the problem-solving process. This survey will allow you to reflect on the entire problem-solving process, highlighting the insights gained, lessons learned, and any adjustments made during the implementation of strategies. Your final reflection will provide an overview of your growth and accomplishments in your problem-solving skills throughout this assignment.

### **Problem-Solving Process Form**

**Class subject/Period:**

**Time and Day:**

**Setting:**

### **Part 1: Identification of a Problem**

Please describe the identified problem. This can be a specific area or activity of struggle in your school day, a general desired growth, or a specific skill you would like to learn to improve your practice. Please identify at least 3 specific questions for your university mentor related to your desired area of growth. There is no length limit, please be descriptive.

#### **Description of the problem:**

#### **3 Questions you have about the problem:**

- 1.
- 2.
- 3.

**Video:** Please upload your 10-15 video to GoReact Via Canvas and paste a link to the video.

### **Part 2: Collaboration to Problem-Solve**

\* Collaboratively completed live via Zoom with your University Mentor

#### **Collaborative problem-solving notes:**

##### **Initial Goal Setting:**

##### **Action Planning notes:**

### **Part 3: Reflection and Action**

Describe at least two actions you will take or strategies you will to address your identified problem/work toward your goal:

#### **Action 1:**

Steps 1 or materials needed to take action:

Steps 2 or materials needed to take action.

#### **Action 2:**

1. Steps 1 or materials needed to take action.
2. Steps 2 or materials needed to take action

**Reflection:** Please describe what questions do you still have regarding your selected area of focus or what can your university or field mentor do to support you to achieve your goal.

### **Part 4: Implementation and Evidence**

**Actions:** Describe at least two actions you took or strategies you used to address your identified problem/work toward your goal.

Action 1.

Action 2.

**Evidence:** Please submit evidence that you took the actions explained above. The evidence may be pictures of student materials, video or audio recordings, images of data collection sheets, pictures of classroom structures or tools, or anything other artifact that shows evidence of your action. Please paste the pictures below. Videos or audio may be uploaded to your CSUN secure box. If you upload video or audio, please paste the link here.

In addition to the image, audio, or video, please describe your evidence in 2-3 sentences.

Evidence 1:

Evidence 2:

### **Part 5: Reflection and self-evaluation**

**Collaborative problem solving:** Meet with your supervisor to discuss actions, evidence, and next steps.

#### **Final Goal Self-Evaluation:**

**Next Steps:** (What will you do next to work toward this goal or describe if you are ready to move on to a new goal. If you are ready for a new goal. Please provide a short description of that goal.)

**Reflection survey:** Please click the link to complete the Problem-Solving Process Social Validity Survey. \*Qualtrics link will be added here.

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				<b>EX 7.7</b>	<b>P-15</b>